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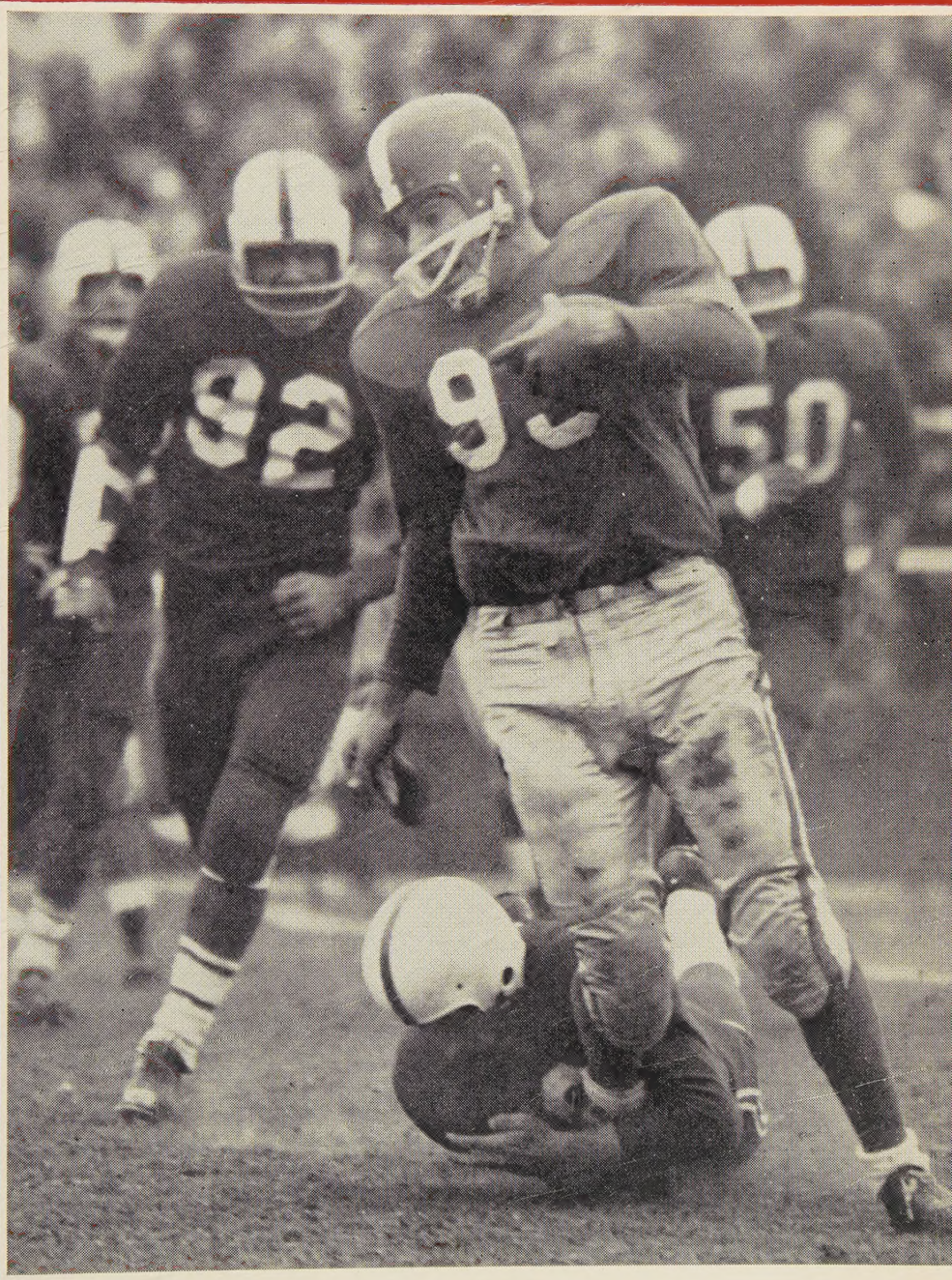

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DEVELOPING THE PASSING ATTACK

By
DALT. WHITE
Head Football Coach, University of Toronto

Many coaches tend to regard the passing game as secondary to the running attack. However no football team can expect to survive for long in today's game without an effective pass offense. Lack of a pass threat will result in the opposing defenses tightening so much that running will be almost impossible. The development of the passing attack must be given careful consideration by any coach.

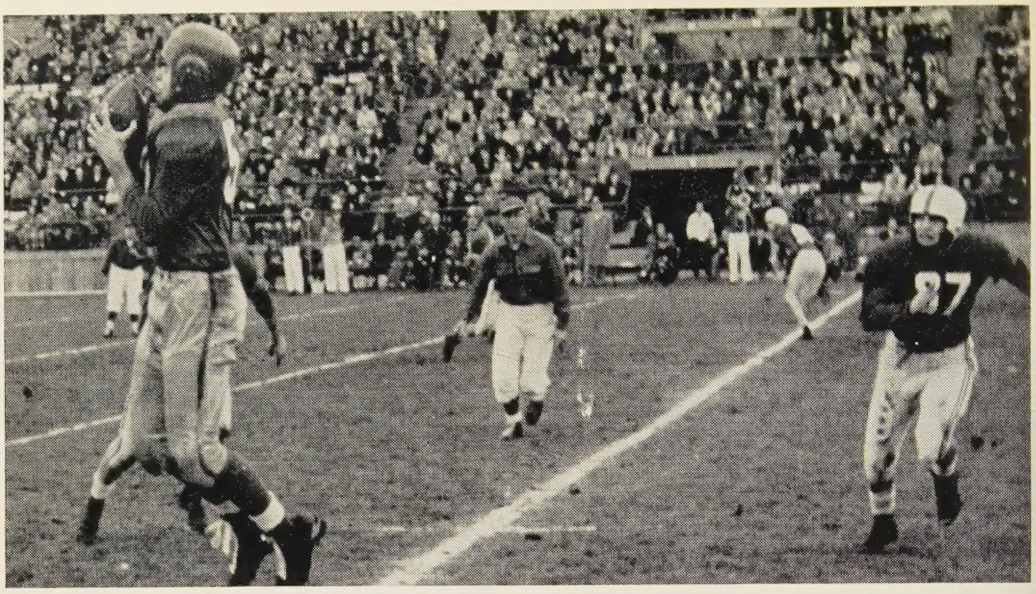
Generally speaking passing can be divided into two types—straight back passing with little or no running fake and play passing with a strong running fake. Some teams employ play passes almost exclusively and defending against them is very difficult. In spite of this any balanced attack should include some straight back passing since in certain situations, e.g. where long yardage must be gained, the running fake is not a serious threat. With an accurate passer and proper protection straight back passing can be used very effectively.

The first step in building the pass offence is to develop individual ability in passing and receiving. The ends and backs working in groups with the passers learn basic cuts. The receivers must become acquainted with certain calls such as hook, corner, post, etc. The names given to the cuts are not important so long as both the passer and the receiver know what path will be taken by the receiver. Certain rules must be established for proper coordination between passer and receiver. For example in executing the hook manoeuvre, the receiver will always hook to the inside unless directed otherwise. Drills to develop the fundamentals of passing, receiving and cutting ability are a part of every practice throughout the season.

As quickly as it is possible to do so skeleton teams are organized composed of quarterbacks, back fielders and ends. In these teams the players become familiar with the splitting of ends, the setting of flankers and the calling of pass routes. If your basic formation does not provide for a flanking attack some method must be devised for setting out flankers. This is usually accomplished in the winged "T" by setting a halfback to the opposite side from the wing to form a double wing or setting both to the same side to provide a double flanker situation. In a double fullback formation the outside backs are usually the flankers used. For convenience these flanking formations are given some name such as "twin right", "slot left", "double east" etc.

DESIGNATING ELIGIBLE RECEIVERS

There are many methods of designating eligible receivers. They may be numbered, lettered or given a specific name. Although many coaches use numbers throughout we have followed the practice of numbering our ends and referring to our backs by letter and name. In our system our ends are numbered 8 and 9 so that a call such as "89 cross" means that both ends would run cross routes. While the ends may split automatically on certain calls the quarterback as a rule controls them with this signal. A typical call by the quarterback might be "double east 89 split—9 post". In this case a double flanker situation is provided with both ends split about 8 yards. The left end would carry out a post manoeuvre while the other receivers run routes which will clear the target area. In order to reduce the amount of calling for the quarterback all receivers learn certain rules so that they react to the pattern called. In throwing a pass to a back who swings or flares from an interior pass protection position the opposite end from the swing will always remain on the line to add blocking



protection on that side. The quarterbacks call might be "double east—8 split and hook—R swing". The left end would stay and block while the remaining back would pick up the defensive end on the swing side to balance the protection.

Usually a particular receiver is specified in the huddle and he is the prime target. In certain situations there may be a choice between two players who are working together to put pressure on a line backer or defensive halfback. In the example given above of the swing pass the passer would check the hook man first and if he is covered would throw to the swing man. We do not expect our passer to look over the complete field and select an open receiver. In order to pass effectively he must concentrate on a particular area. Contrary to the thinking of some other coaches we like our passer to drop straight back from the line and not turn his back on the receivers. This means that he will retreat about six or seven yards but always keeps the field in view.

EMPHASIZE FLEXIBILITY

Play type passing must be fitted in with the particular running formation being used but the same principles of calling the receivers can be applied. Any basic pattern can be altered by the quarterback by changing the routes of the receivers. With practice the quarterback learns to adjust his receivers to take advantage of weak spots in his opponents defensive coverage. The emphasis is on flexibility so that these adjustments can be made during a game. The success of play type passing will depend to a large extent on the skill with which the running fakes are carried out. All backfielders need to be impressed with the importance of making their initial moves exactly as in a running play.

Every passing attack must include a few good screen passes. This is one method of easing the pressure on your passer from overeager rushers. While in theory there is nothing mysterious about the screen pass it can be a devastating play when properly executed. One fact that is often overlooked is that the difference between a good and poor screen pass is generally a matter of timing. For this reason perhaps more than any other play, it should be thrown often in practice under live scrimmage conditions. Furthermore, because some defensive players are more cautious in rushing the passer than others, your attack should be flexible enough to make it possible to screen to any back or either end with only minor changes in assignments.

Much of the effectiveness of your passing can be lost through poor calling in the huddle. Considerable time should be spent

(Continued on Page 8)

WOMEN AND COMPETITIVE BASKETBALL

By
HELEN ECKERT
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The problem of woman's participation in competitive athletics is one likely to start a lively discussion among physical educators. Should the discussion center around basketball, the problem is further complicated by a duality of rules, women's and men's. The intent of this paper is to indicate some of the research that has been done and to encourage further study in this area.

The main arguments offered against the participation of women in strenuous competitive athletics seem to center around the effects these sports will have on the womanly function of child-bearing and upon the personality of the individual. Many opinions have been expressed on both these aspects and also the relative merits of men's or women's basketball rules for women. The latter diversity of opinion seems to have developed from cultural assumptions rather than scientific proof and the statements made on the subject are as varied as their authors (16, 2, 17, 9, 3, 6, 18).

Some studies have been conducted, however, in an attempt to establish a factual basis for decisions. Messersmith, Laurence and Randels (21) conducted a study to determine the distances traversed by college and women while playing basketball. Ten men's games and ten women's games, randomly selected, were played on a 40′ x 70′ court. The distances traversed by the men, using official men's rules and playing for 32 minutes, ranged from 1.46 to 2.69 miles with an average of 2.17 miles for ten players. The results for the women showed that in 32 minutes of playing time the distance traversed ranged from .718 miles to 1.25 miles with an average of 1.03 miles for ten players using women's two court rules.

Miner, Hodgson and Espenschade (24) compared women's two-court and three-court basketball as played by intermediate and advanced players using both rules. For the intermediate players, it was found that the three-court players spent a significantly greater amount of time in strenuous activity than did the two-court players. The advanced players results showed that there was no reliable difference in the distance travelled or the time spent in strenuous activity by the same player in the two types of games.

Miss Hodgson (13) also conducted a study to compare the physiological demands made by three-court and two-court women's basketball. Her results showed there was a marked but quite variable displacement of all the physiological functions studied. A comparison between the three-court and two-court games revealed that variations in reactions within one type of game were greater than those between the two types.

Miss Hodgson (12) had previously made a study of the effects of two-court basketball on the physiological functions of respiratory metabolism, pulse rate, systolic and diastolic pressure, and respiratory rate and concluded that there was no quantitative relationship between the physiological reaction of the players and the external work done as indicated by the average distances travelled and the duration of active play.

Other studies have been conducted with women to determine what effects strenuous

activities will have on physiological functions. Hellebrandt and Meyer (11) studied the functioning of the stomach and kidneys, Miss Hodgson (14) made further studies of the cardiac and pulmonary type, the Wellesley College studies (33) involved the cardiovascular functions, Meyer (23) investigated the microscopy of the nasopharangeal smear, Walters (31) studied the physical efficiency of women during a period of training and for a five week de-training period, and Yocom (35) conducted a very comprehensive study to determine the relationships between physiological characteristics and endurance performance.

Rarick and Hinton (25) tested sixty-four college women to determine the correlation between Rogers' Physical Capacity Test and the Cubberley and Cozens Measurement of Achievement in Basketball. The basketball test had a correlation of .687 with the Strength Index and also correlated .468 with the Physical Fitness Index.

The question of women's participation in athletics during the menstrual period is one that still poses a problem for instructors of women's physical education. Antrim (1) has attempted to throw some light on this subject by conducting a survey of 100 University of Wisconsin women to determine the relationship between dysmenhorrea and the amount of physical education in the high school. Her results seemed to indicate that the girls taking a greater number of hours of physical education in the high school had a lower percentage of dysmenhorrea.

In an attempt to determine if falling and jumping would have adverse effects upon the pelvic viscera of women, Dr. McCloy (20) undertook a survey of leading gynecologists on the subject and also conducted an experiment to determine the landing shock in jumping. As a result of his extensive investigations, he came to the conclusion that concepts of the results of jumping have been based largely on opinion; that there is no real reason why girls or women whose pelvic floors are uninjured and who have no pelvic infections should not jump; that there is no real danger in jumping if an adequate health examination service is maintained; and that the shock of landing is, for the pelvic organs, negligible.

The personality of the female participant is an important consideration for an instructor with the National Section on Women's Athletics of the American Physical Education Association issuing a booklet on "Standards in Athletics for Girls and Women" (29) which emphasizes the consideration that should be given to the role of personality development in athletics. White (34) also emphasizes the necessity regarding personality development in an individual as being the function of the forces which surround her in conjunction with the individual also being an active agent in changing the surrounding environment.

As with physiological studies, most of the research concerning personality and participation in strenuous athletics has been conducted with male subjects (10, 28, 32). Of the studies that have been recorded with women as subjects, Richardson and Hanawalt (26) used the Bernreuter Personality Inventory to determine the relationship between leadership and participation in social activities among adult women. Drake and Thiede (5) and Gough (8) have conducted studies to determine the relationship between the social introversion-extroversion scale of the Minnesota Multiphasic Personality Inventory to find that there was a relationship between participation in social and athletic activities and the extroverted end of this scale.

Masculinity-femininity rating is receiving increasing attention in many of the personality studies. Lee (19) feels that the Terman-Miles Attitude-Interest analysis Test, Form B, is one of the most comprehensive and carefully constructed inventories yet developed for the measurement of masculinity-femininity. However, she points out that, although it has been repeatedly demonstrated that the test is an extremely efficient discriminator of biological maleness-femaleness, there is no conclusive evidence that it measures intra-sex masculinity-femininity with a high degree of validity within the normal range of population.

The reasons individuals give for participation or lack of it in athletics may give

some indication as to the personality of the individual. Lenore Foehrenbach (7) conducted a survey of 600 school girls in grades 7 through 12 to determine what factors influenced these girls for or against participation. She found that the chief athletic satisfactions promoting participation were a liking for athletics and a desire to make the team while the chief social satisfactions were in going with the crowd and making new friends. Of the factors militating against participation in athletics, Miss Foehrenbach found that the responsibilities of jobs after school and the fear of failure were the most often mentioned.

It will be noted that all the research cited has dealt with relationships during or immediately following participation in athletics. Research into the chronic effects, if any, produced by participation in strenuous athletic activities would be of immense value in the determination of philosophy and curriculum but, as Karpovich (15) and Steinhaus (30) point out, literature in this area is very meagre and inconclusive for men let alone for women who have been sadly ignored by researchers in this field.

It was felt that some insight could be gained into the problems of competition for women by conducting case studies of women who had competed at an international level. No one can dispute the status of the Edmonton Grads in this regard (4, 27) and few will question the strenuous nature of basketball as played under men's rules. Accordingly, an attempt was made to contact as many of the former Grads as possible either by personal interview or by mail. A four page questionnaire was prepared for submission to all members in an effort to standardize replies.

Of the thirty-eight players that are listed as having taken part in one or more games from 1922 until 1940 (27), two members were diseased at the time of this study (1957) and no addresses were available for five other members. Thirty-one former Grads were contacted either personally or by mail and replies were received from twenty-five. The following results are based upon these twenty-five replies.

Twenty-four of the women were married and, of these, three, or 12.5 per cent, did not have any children. The children totalled forty-nine which is an average of 2.13 per married woman. Twenty-two women indicated that menstruation was regular both during competition and at other times, two did not reply and one indicated irregularity at all times. Ten women replied that they were not troubled with dysmenhorrea, two slightly, four replied in the affirmative while nine did not reply to the question.

Of the women who had borne children, seventeen indicated they had no trouble with childbirth, one mentioned slight complication but gave no explanation and three mentioned definite difficulty giving as explanations an abnormal pelvic structure (congenital), long labor resulting from being "muscle bound", and trouble with afterbirth after bearing a premature baby. All the women who mentioned difficulty with childbirth, indicated regularity of menstruation during competition and at other times. Of the three women who mentioned definite difficulties during childbirth, two indicated they were troubled with dysmenhorrea while one had not replied to the question. Conversely, two women who were definitely troubled with dysmenhorrea, and one slightly so, indicated no trouble with childbirth.

The average age at which the women started playing basketball was 11.8 years. Length of participation with the Grads team varied from one to ten years with the average being 4.8 years. Four of the women played for the Grads for ten year and, of the three who had children, one was troubled with dysmenhorrea and long labor during childbirth. This woman also took part in four other athletic activities while playing for the Grads and subsequent to participation on the basketball team.

It is interesting to note the versatility of this group of women in relation to athletic activities in general. While in school, the group took part in a total of ninety-nine activities for an average of 3.96 different athletics activities per woman. During their period of participation on the Grad basketball team, two refrained from other activity and one did not reply but the group still totalled sixty activities for an average of 2.4 per woman. After leaving the basket-

ball team and with the same number refraining from further activity and not replying, the total of athletic activities in which participation occurred went up one to sixty-one or an average of 2.44 per woman.

The group as a whole was also active in non-athletic organizations following the termination of participation with the basketball team. A total of sixty-seven organizations were listed by twenty-one women to give an average of 2.68 per woman for the group as a whole. Of the women who were members of non-athletic associations, only two had never held an executive position in these associations while those who did totalled seventy-eight positions for an average of 3.71 per woman.

When queried as to whether they felt they had missed anything else because of the time devoted to basketball, two of the women did not reply while the remainder indicated they felt they had not. Five of the women met their future husbands because of their association with basketball, two indicated this was an indirect factor, two did not reply and the balance felt there was no relationship between the two events.

One of the questions was, "Would you consider it desirable for your daughter to participate in such an organization as the Grads? Please consider companionship, travel, practices, possibility of injury, skills learned, time consumed, etc." To this, one women did not reply, one felt such a situation was not likely to recur, one replied with a "conditional yes", two stated "definitely", one said "yes, yes, yes", while the remaining nineteen offered an unqualified "yes".

It is difficult to generalize concerning this type of study and the reader is asked to draw his or her own conclusions. Suffice it to say it is hoped it may create some discussion.

BIBLIOGRAPHY

*Miss Eckert has prepared a complete Bibliography for her scholarly article which will be made available for those interested.

Developing the Passing Attack

(*Continued from Page 4*)

in practice working against various defensive formations so that your quarterback will know what passes work best in certain situations. Some zone defenses for example are vulnerable to hook passes which are relatively easy to throw provided the passer pays some attention to the spacing and depth of his receivers. He should be taught a basic pattern which can be used early in a game to give some indication of the opposing team's defensive alignment.

PROTECTING THE PASSER

Perhaps the most important factor in the success of a pass offence is the protection of the passer. It is not possible in a short article to discuss in detail the many systems of pass protection. Basically we like to start with a system of cup protection in which the guards drop back in the centre unless there is a man over them. The tackle blocks the opposing tackle unless he shoots to his inside in which case he will leave him to the guard. If there is no line backer in position to rush to his outside the tackle may double team with the guard. If the guard has no one to take he can help out the halfback on the defensive end. This system means that the halfbacks may have to handle the ends alone and some switches in assignments may be necessary if these are unable to do so. We feel that the man over the centre is the most difficult rusher to stop and if our centre is unable to check him the guard is in position to pick him up. As mentioned earlier there are many situations where an eligible receiver will be used in the protecting unit. No method is perfect and a lot of time must be spent practicing pass protection blocking if your attack is to function efficiently.

About the Author:

After a highly successful coaching and teaching career, "Dalt" White was later appointed an inspector of Physical Education by the Ontario Department of Education. In addition to his present responsibilities as head football coach he is presently an assistant professor at School of Physical Education, University of Toronto — as well as Assistant Director of Athletics.

THE ROLE AND RESPONSIBILITIES OF RECREATION TODAY - - - -

1. Recreation is growing in importance day by day—every factor on the social horizon stresses this statement.

2. Recreation takes its place along with health, education, work and religion as one of the five essentials in every individual's personality and every community's social well being.

3. Wherever there is a denial of recreation in the light of the individual or of the community, there follows more individual and social pathology. Recreation illiteracy is dangerous. Its misuse and misinterpretation can create negative social processes.

4. The Need for recreation and the benefits from recreation are constantly increasing. Even a casual look at the social order indicates this fact.

5. The uses of recreation as positive and preventive forces are gradually receiving increased attention.

6. The factors conditioning recreation are clearly discernible and important in interpretation.

7. Recreation is closely allied with the fundamental social institutions—the family, church, the school, community and the state.

8. Recreation is a powerful economic force—estimated at a 40 billion dollar plus enterprise. A producer of goods, a consumer of goods and an employer of people.

A child who likes to move and has been taught how to use his body effectively usually becomes an active adult who seeks active recreation.

There is no easy way to achieve physical fitness in our society. It takes uncamouflaged, unadulterated, do-it-yourself hard work, as does anything else that is worth while. We must get back to including old-fashioned calisthenics in the gymnasium classes. The direct attack of a good calisthenics program quickly strengthens weak muscles and helps develop coordination. It is obligatory for the teacher to equip the students with sufficient strength and skill to avoid injury. Badminton will not do it, nor will more time and additional space.

G. K. Schaffer.

Or, as Norman Cousins put it, also in a Saturday Review piece:

> . . . there still remains the biggest problem of modern man—perhaps bigger than war; what to do with himself. As he ceases to be a creature of endless toil, poverty and famine, he is apt to be liberated into nothingness. His leisure time can become more of a curse than the plagues of old.
>
> For leisure does not carry with it automatically the birth and growth of purpose. It does not of itself make visible new horizons or lead to adventures in the fulfillment of an individual's potential. It is as neutral as the calendar. It can set the stage for meaningless distractions, expunging and consuming the awareness and the sensitiveness in man that lend him his uniqueness."

How and who should undertake the task of "educating for living"? Certainly it is a task for parents which involves more than filial affection; an assignment for educators beyond progression in academic studies; a job for clergymen which includes but transcends the realm of spiritual enlightment; and a challenge for recreators which surpasses multiplying opportunities for fun.

Says Robert M. Hutchins of the Ford Foundation, and former president of the University of Chicago: "If we survive, the leisure which the atomic age will bring may make peace more horrible than war. We face the dreadful prospect of hour after hour, even day after day, with nothing to do. After we have read all the comic books, traveled all the miles, seen all the movies, and drunk all the liquor we can stand, what shall we do then?"

A Physical Health Programme In The Secondary School

By

JOHN R. LIFE

For some time now we have been searching for a satisfactory method of physical conditioning which would be incorporated as a part of the physical education program at the high school level. Before beginning our investigations we set down certain requirements which we felt such a program as this should satisfy.

It is a common practice in our profession to state overall aims or purposes in abstract and, sometimes, rather nebulous terms. Our purpose is not complicated although it is difficult to achieve. We believe that the greatest contribution we can make to mankind is to influence people to live a healthy life. We feel that we should somehow convince Canadians that healthful living in terms of both thought and action is a good idea. This is our purpose as a physical and health educator. It is also our reason for abandoning the label "physical fitness" and adopting the more descriptive term, "physical health". It is our opinion that the concept of total health is basic to our work and that physical health is one factor which will contribute to the achievement of our total aim.

REQUIREMENTS OF THE PROGRAM

For the sake of clarity and brevity we will list the requirements we felt our physical health program should satisfy.

1. The program should form one phase of our total physical and health education plan, and should not be so time or thought consuming as to cause neglect of other activities such as skills training, games, gymnastics, etc.
2. The program should be such that it could be incorporated as a part of our every physical education class period whether indoors or outdoors. It must, therefore, involve a minimum of equipment or apparatus.
3. The program should include both power and endurance activities and should be designed to exercise the major muscle groups of the body. The cardio-vascular system should be stimulated.
4. The program should be sufficiently strenuous that the boys would experience a considerable degree of fatigue, but should not induce complete exhaustion. Upon completion of each work-out there should be evidence of perspiration and heavy breathing.
5. The principle of individual differences must be an integral part of the program. A self-testing mechanism should be incorporated whereby each boy could measure his physical health progress by comparing his present achievement with his own former performance.

As may be surmised from a perusal of the above criteria, our objective was to arouse the interest, cooperation and enthusiastic participation of every boy, not just the already physically healthy members of our classes. To further this ideal, time was spent in class-room periods discussing physical health and various program ideas related to the subject. The Kraus-Weber tests and other rather doubtful data were discussed and a survey was conducted by the boys. This survey involved a comparison of the way of life in Canada as related to the Scandinavian countries in-

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Prof. J. R. Life, of the Ontario College of Education, has been appointed editor of the Journal commencing with the next issue. Jack has been closely identified with the production of all issues of volume 26, and is well qualified to assume this responsibility.

cluding physical education programs, recreation activities, living conditions, etc. The result was the instituting of the program outlined below.

THE PROGRAM

Five activities were included in the program which was to be carried on during the first four minutes of each physical education period. The detail of the exercises was taught and correct form was emphasized. All class members began the program performing the following number of repetitions:

1. Push-ups
   up to 10 repetitions depending on individual ability.
2. Sit-ups
   40 repetitions.
3. Squat thrusts (Burpee)
   10 repetitions.
4. Full-squat jumps
   20 repetitions.
5. Shuttle run — 20 legs of a 10 yard course.

At the conclusion of the first trial each boy adjusted his number of repetitions in accordance with the time taken to complete the program. That is, adding and subtracting repetitions on the basis of 1 in 10 for each ten seconds over or under the four minute time limit.

After these preliminary adjustments were made, it was then left entirely to each individual boy to work at the program. The ideal of course was to improve one's score. Since each boy competes only against himself, incorrect performance in order to show progress could have little meaning. The boy would only be deceiving himself.

No coercion was involved in the program. In fact we made it white clear that our job was that of counsellor and timekeeper and that we had neither the time nor the inclination to stand over anyone.

It is too early yet for us to fully assess the success of our physical health program. In fact we could not really do so unless we studied the influence it has on these boys many years from now. But we do see some positive signs which are somewhat encouraging. In general we can say that a larger proportion of our student body is voluntarily participating in vigorous physical activity than ever before. And most of the boys seem almost to enjoy it. The progress indicated by increased number of repetitions plus an apparent improvement in recovery from fatigue would seem to indicate that the program is contributing positively to physical health.

We realize that from a purely scientific point of view our program leaves much to be desired. We are also aware of its inadequacies and of the fact that time may see us abandon the plan for something better. We have tried several schemes including circuit training and 5BX. We find that the program which our pupils had a hand in planning seems to come closer to satisfying our previously stated aim than anything we have investigated. Perhaps this satisfaction is the result of our personal philosophical bias.

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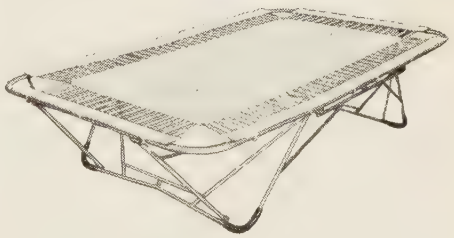

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FULL SPEED AHEAD! — — BUT WHERE ARE WE GOING?

By

EARLE F. ZEIGLER, PH.D.

The University of Michigan

Ann Arbor

There are many evidences of the progress of the profession of recreation in recent years.[1] In the Province of Ontario, for example, progress has been almost phenomenal. It is not important at this point to outline this development in detail. Historians will show that it was the work of devoted leaders in The Society of Municipal Recreation Directors of Ontario, The Community Programmes Branch of The Department of Education, The Ontario Recreation Association, and certain other organizations that played lesser but important roles. It must be stated further that the "seeds were planted in fertile ground," as a large majority of the citizens of the Province evidently appreciated the value of the product we were offering, and they bought it! Furthermore with deference to a recent best seller in the United States, seemingly it "could have happened in Ontario!"

We *have* developed a type of professional preparation that is intellectual in character; we do pursue our duties largely for others; and we are not judged to be successful by the size of our bank accounts. Furthermore, we have a code of ethics; we have certain public recognition; we have professional leaders who are devoting their entire lives to the task; we are acquiring certain performance skills; and we have fellowship with our associates through various meetings and published literature. But despite these dramatic advances, several developments must take place before recreation has the right to truly call itself a profession. One of these essentials is the development of an organized body of knowledge based on legitimate research.

If it is true that a profession needs an organized body of knowledge based on research, the answer appears to be simple—go out and get it! It is at this point, however, that we are faced with several most difficult questions. Who goes? Who sends them? Where do they go? What are they after? How do they get it? What do they do with it then? For the remainder of this paper I'll try to answer these questions briefly and to the point.

Who Goes? We need intelligent men and women with curiosity and imagination. They will need sound health, keen observational powers, devotion, patience, retentive memories, and innumerable competencies such as knowledge of the various research techniques and the ability to write clearly. Naturally, we realize that there will be relatively few research workers within the profession in proportion to the total number of men and women within the field. But we cannot escape the fact that the discovery, development, and retention of such individuals will ultimately directly influence the success of our field and its efforts. I might also mention that we can't expect on-the-job administrators, generally speaking, to conduct much more than occasional, albeit most useful "house research".

Who sends them? If sound recreation is as important to people as we believe it is, then it is up to universities, governmental

[1]A paper presented to the Third Training Institute in Recreation Administration of The Society of Directors of Municipal Recreation of Ontario, April 2, 1960.

agencies, and private foundations to finance this research with gradually increasing appropriations. At the present time would you care to guess how much is being spent on recreation research? I don't know, and I don't think anyone does. George Butler of the National Recreation Association could probably give us the closest estimate.

Where Do They Go? In addition to any research conducted by professional recreation researchers who may be at work in universities, governmental agencies, and private foundations (and can you name some researchers who are spending at least half of their time in such endeavors?), we must seek help and coordination of effort from such fields as anthropology, economics, education, history, philosophy, psychology, sociology, physical education, physiology, gerontology, and law. Survey research centers and social research centers in large universities can give us certain types of guidance as well.

What Are They After? Although we believe that recreation and the use of leisure are most fruitful areas for research, the area shows a variability and complexity which will force the individual researcher to specialize. If the researcher uses a "shotgun approach" and "spreads himself too thin," there is no doubt but that he will dissipate his time and energy thereby reducing his effectiveness. What are the sorts of things we need to know? A few suggestions for investigation are as follows:

1. What should the role of the voluntary agency be in recreation?
2. What is the relationship between people's needs and their recreational interests?
3. Can we develop a "formula" to serve as a guide for long range planning?
4. What methods of financing programs are most effective?
5. What is the best way to conduct a recreation survey?
6. Is there any relationship between type of recreational participation and longevity?
7. What types of recreation are best for the mentally retarded?
8. What is the relationship between recreational participation and mental health?
9. Is the park-school movement worthwhile as presently constituted?
10. What contributions are inter-agency councils for recreation making at the state level?

As you know, these few suggestions are but a few of the many possibilities inherent in "recreation research".

How Do They Get It? The answer to the above questions and many, many others may be obtained by bringing research knowledge and know-how to bear on these problems in a "direct frontal assault". We won't get the answers from masters' and doctoral candidates working on theses, although occasionally some of these efforts do represent worthwhile contributions. In the main, however, they are gathering dust on library shelves, although Harrison Clarke's Microcard Project at the University of Oregon has helped to dissiminate the results of these studies and deserves increased support.

Despite the need for intensive specialization on the part of individuals, we should encourage a broad approach from the standpoint of the entire field. We can't afford to neglect certain methods of research and exploit others. Historical and philosophical studies are needed every bit as much as are surveys depicting present status of one sort or another. Although the experimental method is receiving increased emphasis in physical education, its use is just about unknown in recreation.

One further word seems necessary. Altogether too many research efforts seem to lack "fibre" and "worthwhileness." It isn't going to do us any good to turn out a lot of doctors of philosophy who aren't really interested in continuing with further research in their areas of specialization. It does seem that the majority of individuals would be spending their time much more wisely by improving their professional competence via the avenue of the doctor of education degree. Certainly no one can deny the importance of a continuing stream of competent administrators emanating from our colleges and universities. Let's

leave research to the people who have the interest and ability to carry it out!

What Do They Do With It Then? The answer to this question seems fairly obvious. They write it up as clearly and interestingly as possible and figure out some way to get it published so that practitioners can use it. This places a responsibility on the people in the field to be professionally alert and informed. Only through experimentation with the findings of research can we tell whether it will be useful and practical. Of course, much of the research effort will not be in such form that it can be used the next day. But this does not mean that it will not serve to round out the body of organized knowledge that we need to become a full-fledged profession ready to take its place as an integral professional group of our society.

Now that we have considered the question of research fairly generally in regard to the total profession, lets turn our focus on Ontario. Although tremendous strides have been made, we have lagged far behind in the area of research. We have many able administrators, but, generally speaking they don't have the time for research. This is granting that a certain percentage would have the interest and ability and then could obtain the necessary financial backing from their local communities. Whom **can** we turn to? At the present time it doesn't appear that any university would be ready to hire a person competent in recreation research. On the other hand, there is undoubtedly certain research going on in universities in many of the areas previously mentioned which would have direct and indirect implications for the field of recreation.

Private foundations are certainly worth considering as sources of financial aid for the future as the public becomes increasingly aware of the values which recreation holds. The Society should continue to give some thought along these lines.

This leaves governmental agencies. At the federal level, it is possible that the Department of National Health and Welfare should be approached in order to discuss all the implications of this subject. This brings us, last but not least, to the provincial level. At the present time it looks like the best possible source for a researcher and/or coordinator of research is for the Community Programmes Branch to take such an innovation under advisement. The crowning step, as I see it, would be to appoint a Canadian Ph.D. to coordinate research and to conduct some worthwhile research projects on his own and as the needs arise. This would be merely the culmination of what amounts to the finest governmental recreational service available to communities that the world has known.

Well, there's one man's opinion for what it is worth. Once again, Ontario could take another forward step that would set the pace for the entire field. I feel this suggestion is worthy of serious consideration. Full Speed Ahead!—This Is Where We Should Be Going!

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THE BOYS' CLUBS OF CANADA
— University Scholarship Plan

By

D. FRASER WOODHOUSE

The Boys' Club movement, on a national basis, received its initial impetus in 1924 with the appointment of Mr. Vernon F. McAdam as Canadian Secretary of the International Boys' Club Federation. At that time nine clubs were enrolled. With the formation of the Boys' Clubs of America in 1929, the International Organization ceased to exist and, in order to retain their identity the Canadian Clubs formed the Boys' Club Federation of Canada, with sixteen member clubs. This loosely knit organization remained in existence until the re-organization in 1947 when the Boys' Clubs of Canada came into being with thirty affiliated members.

The growth of interest in Boys' Club work is indicated by the fact that today 76 Clubs extending from St. John's, Newfoundland to Vancouver, British Columbia are affiliated with the National Organization.

The resultant growth was not without its problems, chief of which was and still is the ever-pressing need to secure suitably qualified personnel. In 1955 the National Office took serious steps to cope with this aspect of the work by establishing a Training Department appointing the author as Director of Training. Prior to the establishment of this new department training had been limited to:

1) Sending personnel to a one month course on Boys' Club work, held annually at New York University under the sponsorship of the University and the Boys' Clubs of America.
2) Sending two students to Indiana University to take a four (4) year degree course, majoring in Boys' Club work.
3) Running infrequent training institutes and conferences.
4) Encouraging full time staff members and board members to attend the anual Boys' Clubs of America convention.
5) Assisting a few students to secure college training, especially those entering social work.

An analysis of this situation indicated that:

1) Attendance at the New York University Boys' Club Short Course, which is basically administrative in nature, would be far more meaningful to participants if they had a good basic liberal arts education and experience in the social welfare field, more specifically in Boys' Club work.
2) Sending students to the United States for university training was expensive and consultation with them during their training period was extremely difficult.
3) Training institutes and conferences, where self-evaluation and appraisal were emphasized, were too infrequent.
4) Assistance to students attending college had produced no returns in terms of staff for the local clubs.

Development of Training Programme

As a result of this analysis the National Board set up a Training Committee under the Chairmanship of Mr. John F. Evans, Treasurer, Aluminium Securities Limited. This Committee, comprised of representation from the university academic field, local Boys' Clubs, the industrial field and the National Office, set about to deal with the problem. After careful study, the following conclusions were evident:

1) Boys' Club work is an integral part of the broad social welfare field and, therefore, training should be oriented to meet this reality.
2) Academic training should be solidly based on the social sciences and humanities.
3) Field experience is a concomitant part of the overall training deemed essential for professional competence.
4) The type and structure of Boys' Club work calls for training in more than one

discipline but, at the same time, highlights the need to understand the role each of these disciplines can and should play in the overall Club operation.

5) The need for practitioners in the field to spell out what types of academic training and experience are required for professional competence.
6) The need to correlate university training with present and future field practice.

In addition to these observations it was noted that:

1) Schools of social work were looked upon as the main sources of trained personnel, but the number of students graduating was far too few to meet even present needs.
2) Not all personnel need be graduate social workers.
3) Since the basic training for work in this field lies in the social sciences and humanities, people majoring in these areas at the undergraduate level should be capable of performing efficiently in the field, provided they are given an opportunity for field work experience during their academic training.
4) Emphasis on undergraduate training in the area of the social sciences and humanities along with field work experience should, hopefully, result in a greater number of students seeking social work training.
5) The addition of personnel, trained under this scheme, should increase the quality of service in the local Clubs and thereby increase their value to the communities being served.

The content of such a course was drawn up through the cooperation of academic and Boys' Club personnel. The possibility of instituting this programme was then explored with various university personnel and, finally, arrangments were made to begin this programme at the Sir George Williams University, Montreal. The fact that this University has been involved in training Y.M.C.A. personnel for many years proved to be of invaluable assistance.

The content of the course has been developed through a careful selection of existing courses now offered by the University. Course content will be evaluated annually with the advice and assistance of the University officials.

Women's Athletic Committee

A REPORT

By

FREDA N. WALES

All those who attended the various meetings of the Women's Athletic Committee held at the CAHPER Convention in Edmonton will remember the good discussions which took place at that time.

Plans are now being made for the 1961 meetings at the next Biennial Convention. Suggestions for program dealing with girls and women's work should be passed along to your provincial representative. (See The Journal, Vol. 26, No. 2 page 25.)

A few brief notes will bring you up to date on this year's activities.

Three Newsletters were put out by the Chairman of the W.A.C. They dealt mainly with setting up the new organization of the Committee across Canada.

The Aquatics Chairman, Miss Gladys Bean, has issued three excellent Aquatic Newsletters which contain otherwise hard to get information about swimming organizations and officials across Canada as well as references to publications in this field. This Gladys was able to do in spite of a busy year studying in California.

Miss Pat Lawson, of the University of Saskatchewan, the Basketball Chairman for W.A.C. had hoped to attend the DGWS Basketball Rules Committee meeting in Chicago but was unable to make it. Pat is now off to Europe and the Olympics for the summer.

(Continued on Page 18)

The Current Status of Physical Education and Fitness Research in Alberta

By
W. D. SMITH, B.P.H.E., M.A., Ed. D.
Professor, School of Physical Education
University of Alberta

At the present time there is little research in physical education or fitness underway in Alberta. A limited number of articles, theses and major term reports have been written, but there is no organized plan for conducted research on a provincial basis.

Eriksson (3, pp. 31-32) compiled graduate research by Albertans and reported his findings in order to encourage Canadian scholars in the fields of health, physical education, recreation, group work and adult education to exchange information through the CAHPER Journal. The possibility of a Research Annual or Research Quarterly published under the auspices of CAHPER was suggested in an article on graduate research by Canadians (4, pp. 27-28) by the same author.

In 1957, urban school children in Alberta were tested in order to gather factual data on the Canadian Physical Efficiency Tests in a project sponsored by the Department of Health and Welfare, Ottawa. Although the sampling was limited, and the results not publicized too widely throughout Alberta, a testing program was initiated with standard procedures for a battery of eight tests.

The Duke of Edinburgh's Presidential Address to the Canadian Medical Association at Toronto on June 30, 1959, and articles in the Journal of the American Medical Association of the Krause-Weber tests activated an allied interest by some members of the Alberta Medical Association. Dr. S. P. C. Casey, Medical Officer of the Wetaka Health Unit (2) is carrying out a similar series of tests to find out if "the six year olds who are in grade one would do better in the tests than their fellow pupils who have been at school for a number of years". Dr. H. Siemans, Medical Officer of the Leduc-Strathcona Health Unit is following with interest the results of Krause-Weber tests administered at Leduc by the principal of the elementary school. The Sturgeon School Division is conducting similar tests with school children at the present time aided by the Health Unit.

The AAHPER Youth Fitness Tests were conducted in Branton Junior High School, Calgary (7, pp. 18-19) and boys from grade seven through eleven were tested in Edmonton by Routledge as a thesis project. (5) Although Routledge's findings have not been published as established standards or norms, a comparison of his sampling with those in the Test Manual should reveal some interesting findings.

All freshmen at the University of Alberta are required to take battery of tests. (7, pp. 243-252) based on the Iowa Program of Physical Education for Boys. Although the tests have been in operation for only two years, data is being gathered for the establishment of norms when a larger sampling has been compiled.

Physical fitness testing and research is currently being carried on by the Armed Forces and Y.M.C.A.'s although, to the writer's knowledge, nothing has been published recently.

With the advent of a post-graduate course in physical education (M.Sc.) at the University of Alberta in September, 1960, research in physical education and fitness should be more continuous in Alberta.

There is a distinct need for the appointment of a Director of Physical Education for the Province of Alberta as pointed out in a recent brief (1, Appendix "f") presented to the Alberta Royal Commission on Education.

Much could be accomplished in the immediate future with a Conference on Physical Fitness for the four western provinces. With active support extended by the conference at Lake Couchiching and the participating members, the School of Physical Education, University of Alberta, could host such a conference in their new facilities during the 1960-61 academic session. Invited guests might include Provincial Directors, faculty members of Schools of Physical Education, supervisors of physical education in school divisions and city schools and members of the medical profession interested in physical education and fitness.

In summary, one might conclude that little has been accomplished in physical education or fitness research in Alberta. Direction and guidance are required through a centralized office of authority. A conference on physical fitness should foster the necessary stimulus to interested personnel. Much needs to be done in Alberta before participating in selected areas of research as outlined by a national body such as CAHPER.

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Freda Wales Reports

(Continued from Page 16)

Miss Helen Stewart who is Women's Athletic Director at the Ontario Agriculture College, is the new Volleyball Chairman. She replaces Mrs. Gwen Vernon who will be spending the year abroad with her husband.

Our Journal Correspondent has been doing her best to round up material for the Journal. It is good to see a number of excellent articles of special interest to women. Jean Forster at the new Women's Athletic Building of the University of Toronto will be glad to receive any news from you the readers.

Miss Margaret Walker made some valuable contacts for the Women's Athletic Committee at the AAHPER Convention at Miami. Peg was unable to stay for the meetings of the Officiating Section of DGWS, but had a chat with Evelyn Dillon and Betty Everett, the chairman and chairman elect. A report of the Officiating Coordinator for Canada was given at the Miami meeting.

CAHPER branches who prepared a first draft of Standards for various sports for women will be continuing work on this for presentation at the 1961 CAHPER Convention.

OUR "HYPOCRATIC" OATH — 1960 VERSION

By

ROBERT F. OSBORNE

Two thousand three hundred years ago there was born a man destined to be known to the world as the "Father of Medicine". The name of Hippocrates later became practically a household word because of the universal respect accorded to the famous medical or Hippocratic Oath, which has been described as an "ethical monument".

Not long after the birth of Hippocrates, the famous Olympic Games of ancient Greece came into existence and another idealistic principle was born. From the earliest times one of the essential conditions pertaining to an athlete's participation in the Games was his swearing to a sacred oath.

Both of the above oaths had in common respect for the individual and acceptance of a fundamental principle. Today our Society is practically making a mockery of any oath or agreement pertaining to sports by the casual way in which it condones or ignores obvious violations. Subterfuges and feeble rationalizations are too frequently given an apparent sanction or at least an aura of respectability by the way in which flagrant deviations are publicized.

Perhaps a few years ago we Canadians used to think that we could sit back sanctimoniously, shaking our heads sagely as we contemplated the gambling scandals and the recruting abuses in American universities and saying "Of course, in Canada such undesirable practices cannot possibly occur."

Let us not fool ourselves. We can stack our amateur ice hockey against almost any oath-violations or contract dodges which the United States can put up. In spite of the case for the fine qualities of ice hockey made by Frank Fredrickson in his article "The Grey Cup is an Over-rated Circus" in the November 21st issue of Maclean's, hockey presents a pretty miserable picture of character-building at its top "amateur level". Alderman Fredrickson, a former great professional, is a zealous advocate of honesty in sport, whether it be amateur or professional, and a firm believer in the contribution which sport, if properly coached and administered, can make to the development of young Canadians, but his criticism of the Grey Cup left him wide open for a counter-attack.

Frank Lowe's "The City That Went on a Hockey Jag" in Weekend Magazine offers eloquent testimony of the way in which even elected civic officials will deceive themselves into thinking that they are conferring a benefit on their city and Canada by encouraging "phoney amateurism". After all, a $110,000.00 deficit is a rather heavy "hangover". The result is a confusion in the public mind which leads to cynicism and disrespect for regulations. The Canadian Amateur Hockey Association does not have to accept all of the blame for this condition because the Canadian Olympic Association compounds the confusion by endorsing the Olympic entries. The long-range effect on the youngsters is not one which is pleasant to contemplate. It was rather sad to read in the same issue of Weekend Magazine Andy O'Brien's "How Our Team Looks at Olympic Oath". After saying "It's reasonable to assume we are sending a bunch of puck-chasing perjurers to Squaw Valley for next month's VIII Olympic Winter Games", this very reputable and experienced writer proceeds to rationalize or gloss over what he, a sports writer of real integrity, has described as "perjury". And it does not do us any good or credit to point the accusing finger at the Russians and make references to

state-aided athletes. Perhaps what we really need is a 1960 "Hypocratic Oath", worded to satisfy all consciences.

But let's not feel too sorry for ourselves, either. The Americans are still having difficulties both in college and professional football.

University and college athletics in the United States may be likened to an active volcano—rumbling and belching forth occasional fire and smoke but ever likely to erupt in destructive fury. Of course, the destructive influence is often not readily apparent to the casual observer or, as is too often the case, the public, hardened by numerous exposures, merely shrugs off the incidents as being as inevitable as the common cold. Yet the abuses in college athletics are more insidious than the common cold. They are cancerous in their effect upon the moral standards not only of young boys and girls but of adults as well. The difficulty, of course, is that the natural attractiveness of "big-time athletics" obscures the subtle sapping of the public morals and as a result so many people do not even realize that a problem exists until a flagrant violation of rules or a scandal of some sort is publicized in the daily press.

Two current examples will help to show that these problems or concerns are with us now and are not merely past history. Suppose we look at the college situation first. As recently as December 14th Sports Illustrated carried a story which began as follows: "Beneath the placid surface of the Big Ten, a roaring subterranean battle was joined last week. The battle was traditional and classic, like rats and cats, or Turks and Armenians. It pitted athletic directors, those staunch advocates of the blessings and vast cultural advantages of all-out football, against faculty members, most of whom would like to see big time football slimmed down from its larger-than-life size." In the same article this quotation from an editorial in the daily student newspaper of Northwestern University shows that the problem is recognized at least in certain quarters: "To be as polite as possible, it would seem that this entire matter smacks quite distictly of the corner fish market . . . High-powered, professional athletics have virtually ruined more than one of the nation's colleges . . . We should not be willing to allow the ticket takers to replace faculty direction." Now the important point at issue is not really whether athletic programs in educational institutions should be "big-time" or "small-time", emphasized or de-emphasized, but whether they are carried on honestly in accordance with stated policies. The University of Oklahoma has just recently been placed on probation for an indefinite period and deprived of participation in bowl games and in nationally televised games of all kinds. This ruling of the National Collegiate Athletic Association was handed down for "recruiting irregularities" which happened several years ago. It is interesting to note how excuses are already being offered for the University and how the Association is being reproached for the severity of its ruling. In so many of these cases the policy of the institution or the coach towards the athlete seems to be: "As long as we don't know of any violation or infraction of the rules, what you do is your own concern." Only on the rarest occasion is the individual athlete openly blamed for accepting benefits or perquisites to which he is not entiled according to the rules. This brings us back to our "Hypocritic Oath" again because it is the practice in most athletic conferences to have the athletes sign statements affirming their amateur status. Again, the effect of false declaration on the part of the student does not seem to be of great significance.

Now, what is the picture in professional sport where the question of an amateur oath does not arise? A story by Milton Gross of New York as printed in the Vancouver Sun of January 13th, 1960 gives a clear picture of the present situation in the market-place of professional football as "below-the-money-belt punches are thrown by the leagues." He says: "But pieces of the discarded contracts are littering the landscape and lead one to wonder what sort of times we are living in. The NFL clearly signed at least Cannon, Flowers, and Izo before their college eligibility was completed. By employing such familiar gimmicks of the chiseler as postdated checks and contracts they have undermined whatever moral fibre has been left to proselytized football players."

Condoning hypocrisy, double-dealing, and even lying is a saddening thing to those who believe that sport can and should produce the opposite qualities of self-discipline, fair play and honesty. The knowledge that this sickness is not confined to sport gives us no cause to rejoice. The shocking TV quiz scandals were glossed over by so many who did not even realize or care how hard a blow had been struck at education and the educated man. Jew-baiting was shrugged off once as being the perverted folly of a radical minority without real significance for most of us. Again, a little excusing and rationalizing eased the public conscience.

One very important point should be stressed at this time. Any abuses or undesirable practices which may arise in sports are not peculiar to a particular sport. Nor are they intrinsic to professional rather than amateur sport. After all, in spite of the rising popularity of professional sport in this country, professionalism is not of recent origin. Since 1885 professional football (soccer) has had an illustrious career in England and has exerted a definite influence on the culture of that country. Hockey has occupied a somewhat comparable position in Canada and it would be a shame to underestimate or to minimize the contributions which many great professional athletes have made to modern society. The fault is not in the game but in the managing or the coaching or occasionally the playing.

If Canadians want and expect to see an improvement in their own moral standards in sport, they must be vigilant. Phoney excuses must go. Only when communities look at sport with the proper perspective and demand honesty will there be an improvement. If regulations are wrong, let us press for desired changes but let us not encourage evasion of rules, even if we get hit right in the middle of our Canadian pride.

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THE ATLANTIC BOWL

By
BRIAN O'CONNELL

Something in the way of athletic history was made in Halifax last Fall when St. Francis Xavier University of Antigonish and the Ontario Agricultural College of Guelph met in the first recognized "Football Bowl Game" to be played in Canada. St. F.X. were shoo-in winners of the strong Nova Scotia League which comprises both University and Service Teams; and the Redmen from OAC were easy winners in the Ontario Intermediate Intercollegiate.

The Game, on a modified scale, had much of the color of the publicized bowl fixtures. Played in clear, cold weather it drew close to four thousand fans and much to the relief of the sponsoring Nova Scotia League, paid its way.

There were marching bands from the Canadian Army, pipers to escort the Bowl Queen and the Provincial Premier, special trains to carry Antigonish students to the event and a colorful turnout of OAC grads from the Maritime provinces.

Up for competition for the first time was the Stanfield Trophy, a handsome silver bowl donated by the Hon. Robert Stanfield, premier of Nova Scotia.

The big Red team from Ontario went into the contest with an undefeated record and only 19 points scored against them in the whole season of play. When the final whistle blew a devastating ground attack and precision blocking had resulted in a 26-14 win for the Xaverians.

The Nova Scotia League withdrew from Canadian Intermediate playdowns for the bowl experiment last year and there is some indication that it will be an annual event.

However, two New Brunswick teams, Mt. Allison and the University of New Brunswick have been growing steadily stronger while a couple of the opposition Nova Scotian intercollegiate entries didn't fare very well. Present indications are that there will be some shuffling in Maritime football next year but it is impossible to say what the outcome will be. Distance is a factor limiting the meetings of the strong teams in the Maritimes.

At the present time it is hard to tell whether a two-province conference will function or whether the provinces will maintain their own leagues. Certainly the two big guns in New Brunswick intercollegiate are without opposition in their own province and can't look forward to much from Nova Scotia teams presently in the College loop. Their best competition — and likely still stronger than they are—are St. F. X. and Dalhousie, both of whom perform in the NSFL and not the Intercollegiate.

The Atlantic Bowl game was a successful experiment and gave Maritime fans a clear idea of how far the game has come on the coast. Every effort will be made to continue it but at the moment this season's operations in Nova Scotia and New Brunswick are still in the discussion stage.

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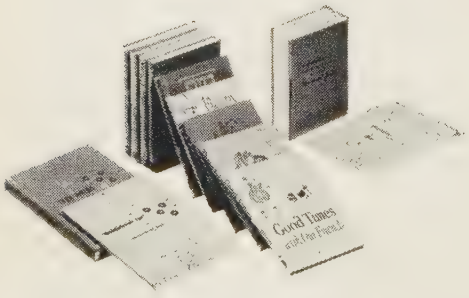

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CANADIAN HISTORY
— A Milestone in Physical and Health Education

By
M. G. GRIFFITHS

This article was written as the result of a conversation between the Rev. Beverley Brightling, a member of the Senate of the University of Toronto, who posed the questions, and staff member, Prof. M. G. Griffiths, who wishes it emphasized that the answers are his own personal views. This information may be of interest to members, future university students, and people in General.

Q. Nineteen Sixty marks the 20th anniversary of the School of Physical Health Education. Why is this important?

A. It marks a milestone in the Canadian history of physical education and health education. The course at Toronto leading to a degree was the first of its kind offered in the British Commonwealth. The course of study is different in comparison to courses offered in other universities, and perhaps outstanding for its emphasis on health education. The previous Directors and especially the third and present Director, Dr. J. H. Ebbs, all medical men, have worked closely with the health field.

Q. How was the degree course started?

A. Mr. Warren A. Stevens, Director of Athletics and the Department of Physical Education for men, in a report to the Athletic Directorate in 1939 had proposed the formation of a School of Physical Education with courses leading to a degree. The school was founded and students enrolled in the fall of 1940. Previous to that a Diploma Course in Gymnastics and Physical Drill had been established for the men as early as 1900 and for women in 1901. This course was extended in 1908 to include theory courses and was changed in 1927 into a four years' course of instruction for women combined with the Pass Arts course. Men had lost interest in this early course and no men registered after 1905.

Q. Why do some of the graduates enter medical school at this and other universities?

A. The interest is usually developed through the influences of courses in health education, which emphasizes Preventive Medicine, Physiology, Anatomy, and Zoology Courses, including Genetics.

Q. Would you recommend the BPHE course to an individual who wanted a general education?

A. Providing the student enjoyed good physical and mental health, liked dealing with people and possessed average motor skills. Yes! The present course may be divided into four general areas; the Humanities, The Sciences, Health Education, and Physical Education. Further, Reverend, I think that is why you took the course and recommend it to others.

Q. The school has contributed to the general field of education and allied fields. Are there further plans in the change of the school's objectives?

A. At the instigation of the present Director another very important objective has been added to the general aim of the School. Preliminary research projects are already underway and further research is planned in cooperation with other University Departments as well as the Provincial and Federal Governments and other agencies.

Q. Do you believe that the active teaching life of a qualified physical education

teacher is limited in relation to chronological age and is it a deterent to students entering the course?

A. I do not know where the rumour started. It persists only with people who do not have a thorough scientific knowledge of the basic facts of teacher education. Physical and mental age (general health) are more important than chronological age. History shows that many of the successful pioneer teachers in our fields were well past the present retirement age and very active teachers. Many of our graduates are teaching full-time in academic subjects or vocational guidance, through challenge and diversity of interests.
They are still fully capable of teaching Physical Education in the regular programme. This rumour should not deter a knowledgeable student from entering the course.

Q. Will the addition of the recently opened Women's Building be of any significant value to the men and women taking the degree course in Physical and Health Education?

A. It has materially helped the women students in the School, as well as the women in all affiliated faculties and schools in the University. You know you will draw fire from the Department of English for the title. I do not wish to quibble. They will suggest the title should be "The Building for Women's Athletics". They will most likely claim that building cannot be athletic. In reference to the name an article in the University of Toronto Bulletin March-April 1954, reads as follows:

"This may solve, to some extent, the problem created by the lack of co-educational facilities, providing opportunity for mixed swimming, badminton, tennis, volleyball and so forth, and make the conditions more like those existing in the communities to which students will go on graduation." If this materializes it will be of service to the University community, including male undergraduates.

Q. Have all the teachers of Physical and Health Education in our Secondary Schools taken the special courses offered in one of the Universities offering a degree course in Physical Education?

A. There are many outstanding teachers and instructors in Physical Education and Health Education who did not have an opportunity to take the specialized university courses. The majority of them are primarily qualified academic teachers, particularly in the Sciences. Many accepted the challenge of our field and improved themselves through the medium of special summer courses offered by the Department of Education, Extension courses, self education and In-Service training. They have, and continue to do an excellent job. In the final analysis it is "The Man" that counts. The University course gives the man an advantage when he starts teaching. Advancement and progress depends on the individual.

Q. What other agencies benefit from the services of the graduates and undergraduates of the School of Physical and Health Education?

A. An essay could be written in answer to that question, but I shall give you a very brief resume. They are divided into two groups; graduates in full-time jobs and undergraduates in Volunteer Instructor positions, as well as instructors receiving remuneration for part-time work, during the University year. The majority of graduates and undergraduates secure well paid full-time jobs during the summer months. Being practical I would like to add that many of the students could not attend University without the paid part-time jobs. Agencies assisted are as follows: **Full-time:** Y.M. and Y.W.C.A.; the Y.M.-Y.W.H.A.; the Canadian Red Cross Society; Associations for Retarded Children, Camping; the University Settlement and other Community Centres; recreation in industry and business. **Part-time:** The same as previously mentioned above, but in addition, the Canadian Institute for the Blind; the Royal Life Saving Society; the Boy Scouts of Canada; Boys' Clubs; Church Groups; Summer Camps for the physically handicapped; Non-profit

Camps; Private Camps, Day Camps, Community Waterfronts and Pools.

Q. What is the distribution of graduates, both geographically and in relation to occupation?

A. Geographically, the School has had men graduates in full-time positions in nine of the ten provinces, one in the Northwest Territories, two in Bermuda and several in the United States. This does not include men in the Services who are stationed in many other countries. I nearly forgot to mention that Prince Edward Island is the only Province where we have not had a full-time male graduate.

In relation to occupation, the distribution is very interesting. There are over 350 men graduates. The majority, over 200, are teachers or supervisors in both the elementary and secondary school systems. Eighteen hold university positions. Over 20 in the armed services; another 20 in graduate work. Approximately fifteen are medical doctors; lawyers and magistrates, three; the ministry, another three. Health Education, Social Services and Recreation accounts for 12; private camp owners, five. The remainder approximately 40 are in various lines of business. From all reports they are successful in their selected fields.

Q. What other Canadian Universities offer courses in Physical Education and Health Education leading to a degree?

A. The Universities of Alberta (Edmonton), British Columbia (Vancouver), McGill (Montreal), McMaster (Hamilton), New Brunswick (Fredericton), Queen's (Kingston), Ottawa and Western Ontario (London). The Universities of Saskatchewan at Saskatoon, Laval in Quebec City, and Memorial University in Newfoundland, do not have degree courses in Physical Education but offer courses in the field of Physical Education on a University level. These courses are usually taken along with other academic courses that lead to the Degree of Bachelor of Education or its equivalent.

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PROFESSOR M. G. GRIFFITHS:

Professor Griffiths, who is completing his 20th year on the staff of the school of Physical Education, University of Toronto, is one of the real pioneers in the field of professional training in Canada leading to degrees.

After obtaining his B.Sc. at the Ontario Agricultural College he took an U.P.E. degree at Springfield College. This was followed by an M.A. at Columbia where his outstanding work brought him in close contact with the distinguished Jesse Feiring Williams. In 1936 "Griff" assisted Dr. Williams in making a survey of Physical Education in Denmark, Sweden and Finland, before proceeding to the Olympic Games in Berlin.

The Ontario Physical Education Council Makes Some Important Recommendations Concerning Health Education

By

ERIC RUNACRES

On March 17th, 1956 representatives from five areas of Ontario's educational system met in Toronto and officially formed the *Ontario Physical Education Council.* The bodies represented were the Physical Education Branch of the Department of Education, Physical Education Schools of the Universities, the Ontario College of Education, Teachers' Colleges and the Ontario Teachers' Federation. The Council was a logical conclusion reached by a committee of elementary and secondary school teachers after seven years of regular meetings where they attempted to define their problems in the physical education area and to seek long term means of solving them.

The Ontario Physical Education Council has been an active organization since that time and certain tangible results are appearing as a result of their efforts. One of these is a series of recommendations concerning the teaching of the Health Education course in the Ontario school system. On June 3, 4 and 5th of this year, meeting at the Department of Education's beautiful Ontario Athletic Leadership Camp, the Council held a conference which culminated in a number of practical recommendations designed to help Ontario's curriculum developers in their work.

The conference included addresses by key personnel from the fields of mental health, nutrition, general medicine and physiology. These and the discussions involving representatives from all member groups of the Council resulted in the following recommendations which have already been placed in the hands of the Ontario Department of Education for their consideration:—

The Ontario Physical Education Council believes that the core of the Health Education Course for Ontario schools should be a study of human growth and development. Such a study would provide the students with a foundation of reliable factual information on which to base positive attitudes and habits for the development and maintenance of good physical and mental health.

After careful consideration of the many factors involved, the Ontario Physical Education Council recommends the following:

1. **That there should be an immediate revision of the present Courses of Study in Health Education throughout the school system.**
2. **That the revised Courses of Study in Health Education be based on both the physical and mental aspects of health.**
3. **That the Courses of Study in Health Education should be revised by a representative committee including representatives of the Department of Education, teachers of Health Education in the elementary and secondary schools, Teachers' College, the Ontario College of Education, the professional schools of the universities in consultation with doctors, including psychiatrists, psychologists and representatives from other groups concerned with health.**
4. **That a standing committee be established to have a continuing responsibili for studying new Health Education developments and for evaluating Health Education Courses of Study.**
5. **That the time allotment for Health Education in the schools be as follows:**
   - **(a) a minimum of one hour per week in grades 1-6 inclusive;**
   - **(b) a minimum of two periods per week in grades 7, 8, 9 and 10; and**
   - **(c) a minimum of one period per week in grades 11 and 12.**
6. **That, in recognition of the importance of Health Education in the school programme, the Teachers' Colleges should increase the time allotment for this subject to a minimum of eighty minutes per week and should provide continuity of instruction by teaching personnel specially qualified in Health Education.**

A LOOK AT PHYSICAL EDUCATION IN ENGLAND

By
DOROTHY G. WALKER

During the school year 1958-59 I had the privilege of studying for a full year in England. The incentive for further study sprang from a desire to learn and understand more of the principles underlying the English approach to physical education, with which we had been experimenting for several years. A start had been made, stemming mostly from the visits of English physical education teachers who had come to our province, and from Mr. Noble's visit to England in 1955-56. Before we could proceed further, or decide whether the English system represented a suitable approach for Nova Scotia, it was necessary that someone have a more thorough understanding of movement and its application to physical education.

Through the kindness of Miss Ruth Foster, Her Majesty's Staff Inspector for Physical Education with the Ministry of Education, I was accepted, with staff privileges, at the I. M. Marsh College of Physical Education in Liverpool as a student in the one-year supplementary course. This was an unprecedented arrangement, with which all staff members were, at first, not totally in agreement. At times it led to certain difficulties, but on the whole made for a very much happier and more profitable year. It enabled me to get a much better insight into the organization and administration of the College; and into the problems of selecting and training suitable students.

The I. M. Marsh College is one of seven three-year physical education specialist training colleges for women. It was founded in 1900 as a private institution, the Liverpool College of Physical Training, and was under the directorship of Miss Irene M. Marsh. After Miss Marsh's death in 1938 it continued to operate as an independent college for nine years. Since 1947 it has been administered and maintained by the Lancashire Education Authority. During this time its name has also been changed to the I. M. Marsh College of Physical Education and it has gone steadily forward to become one of the foremost physical education colleges in England. Certainly in terms of the understanding, implementation and promotion of the principles of movement, its staff ranks second to none, and the College is held in high esteem across the entire country.

Apart from university graduates, most teachers in primary and secondary schools qualify by studying at a general training college. At the moment this is a two-year course, but commencing in 1960 all colleges will offer a minimum of three years of training. It should be remembered that whereas education is the responsibility of the local education authority, the 153 teacher training colleges throughout England and Wales vary widely in the courses they offer. Some specialize in primary work, others in special subjects, such as physical education, or the arts. Regardless of the emphasis, however, all teachers seemed to have a sound academic knowledge, good pedagogical methods and a thorough understanding of the needs of children.

I was able to see a wide variety of situations in many kinds of schools; the large school, the small school, schools in highly populated industrial areas, schools in villages or on the moors, newly built schools and schools "making do" with old buildings and inadequate play space, nursery schools, infant schools, primary schools, secondary modern schools, grammar schools, technical high schools, comprehensive schools and special schools for the education of the physically handicapped, the blind, the deaf, the educationally sub-normal. In all, this provided an excellent cross-section of the English educational system.

In areas where crowding and overpopulation make the latter impossible, provision is made for transportation of the children, once or twice a week, during

school hours, to a public playing field. Then, too, the automatic provision of equipment of every sort for an adequate physical education program allows for fixed and movable apparatus in abundance for the gymnasium, playroom or playground, as well as endless amounts of small equipment, individual mats, small balls, hoops, canes, skittles, ropes, beanbags, small boxes, etc.

I was continuously amazed by the amount of money spent on education. New schools, modern, elaborate, and seemingly lacking nothing, are springing up like mushrooms. Old schools are being remodelled, or added to. Free medical and dental treatment is available to all school children. Free milk is provided daily. Practically every school provides a hot dinner at a subsidized charge of only one shilling (14 cents). School uniforms are even provided if the need warrants, or other suitable clothing. The only person who seems to suffer is the teacher, but she, though poorly paid, apparently accepts this situation with very little complaint, and still has a pride in her profession.

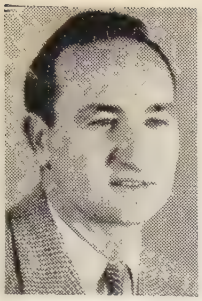
Equipment and facilities, however, do not necessarily make a good program. The second thing that struck me was the solid, established position physical education maintains in relation to the rest of the school program. It has long been accepted as a vital, integral part of education, by administrators, educators and the public alike. In many instances physical education is the first subject scheduled on the timetable, and very few classes have less than four full periods a week, many of them having five. The Headmasters or Headmistresses with whom I talked were not only interested in the program, they were extremely knowledgeable, having often taken an active part in teaching it at some time during their careers. Theirs was a concept of education concerned with the total growth of the child, rather than instruction in facts. This was a philosophy which, as far as I could see, was common and well implemented throughout England.

Similarly, my impression of the teachers, particularly in the primary schools, was one of dedication, of a vital concern for the development of the individual, and a quiet confidence in themselves. It was the work being done by these teachers, at the infant and junior level, which thrilled me most. Each teacher, without question or excuse, readily accepts the responsibility for taking his or her own class for physical education daily either in the playroom or on the playground. Nor is this merely a token amount of time. The children are properly dressed, often stripped to the waist, and a lively active educational lesson is conducted, to the obvious enjoyment of both pupils and teacher. Probably one of the most outstanding factors of the lesson is the self control, self discipline and consequent absorption which the children display, an obvious carry over from educational methods used in the classroom. It is this wholesome educational attitude which has made a fertile ground for the introduction of new ideas of movement in the primary schools.

The very philosophy of the English educational system, which believes that every child should progress at his or her own rate of speed, according to age and ability, sets the initial stage. There is close correlation of all subjects within the curriculum, of which physical education is a completely integrated part. The Ministry of Education prescribes no textbooks or curricula, and no exams are required until age 11 plus. Each school develops its own program to meet the changing needs of the children.

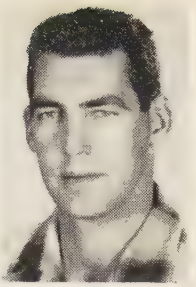
Ordinary things, exciting things, progressive things are happening in education to-day. It was an inspiration to observe, and be a part of what is happening in Great Britain. It was an experience which will long remain with me, and its effect will, I hope, grow even stronger with time, not only because of the professional impetus it afforded, but because of the personal gain and inner satisfaction derived from participation in the art of movement.

Startling changes in Canadian Physical Education programmes cannot and will not come overnight. Our progress will perhaps be slow. What is suitable for one country is not necessarily good for another. Nevertheless I think there is much we can gain from England's experience, and I hope that we have the ability and foresight to do so.



Mental V.S. Physical Practice in the Learning of Motor Skills

By
MAXWELL L. HOWELL
Dip. P.E., B.A., M.A., Ed.D., F.A.C.S.M.
and
PETER M. MULLINS
Dip. P.E., B.Sc., M.Sc.



Since 1943 there has been considerable interest in the area of mental practice of motor skills. Vandell, Davis and Clugston (5), in their pioneer contribution, had three groups of four senior high school boys throw a basketball 35 times per boy from the free throw line on the first and twentieth day. On the 18 intervening days practice varied with the group. The first group did not practice on the intervening days. The second group practiced 35 free throws per boy on each of the 18 days. The third group practiced for thirty minutes each day by thinking or concentrating on throwing a basketball free throw. The no practice group improved 2 per cent, the physical practice group improved 41 per cent and the mental practice group improved 43 per cent (see Table I).

This experimental design was repeated by the authors (5) substituting a dart throw for the basketball free throw. The subjects consisted, in the first instance, of three groups of four boys who each threw 25 darts at a two foot target from a distance of 17 feet on the first and twentieth days. The groups were the same as in the previous experiment—a no practice group, 25 practice throws each day (physical practice) and the mental group who mentally threw darts for thirty minutes each day. The no practice group decreased 2 per cent in performance, the physical practice group improved 7 per cent and the mental practice group improved 4 per cent (see Table I). Repeating this identical experiment using the dart throw with college students, the no practice group improved 0 per cent, the physical practice group improved 23 per cent and the mental practice group improved 22 per cent (see Table I). The experimenters concluded that mental practice was as effective as physical practice in the learning of these motor skills under the conditions of the experiment.

Twining in 1948 (4) used twelve college students in each of three groups. On the first and the twenty-second days 210 rings were thrown by each boy at a target one foot high and one inch in diameter. The target was ten feet from the throwing line. Group I had no practice on the intervening days and improved 4.3 per cent (see Table I). Each student in Group II threw 70 rings on the twenty intervening practice days and improved 137.3 per cent (see Table I). Each student in Group III, on each of twenty intervening days, mentally rehearsed the toss for fifteen minutes and improved 36.2 per cent (see Table I) a statistically significant improvement over the no practice group.

In 1952 Steel had fifteen 14 year old boys in each of three groups throwing 25 balls at a target. The target was composed of five concentric circles and diminishing numerical value was awarded throws from the centre to the outer circle. The balls were thrown a distance of fifteen feet on the first and the twelfth days. The no practice group improved 7.6 per cent, the physical practice group improved 15.3 per cent and the mental practice group, who had ten minutes of mentally thinking through the throw on each of the ten practice days, improved 11.9 per cent (see Table I).

Karpovich and Hale (2) reported in the American Medical Association Journal in 1956 that a Polish runner reduced his times in a 60 metre run after warming-up by thinking about warming-up rather than doing it physically.

In a recent unpublished study from the University of British Columbia, School of Physical Education, Kelsey (1), considered

EXPERIMENTAL RESULTS OF MENTAL AND PHYSICAL PRACTICE EXPERIMENTS

Experimenters	Item	Percentage Improvement: No Practice	Physical Practice	Mental Practice
Vandell, Davis & Clugston (1943)	1. Basketball Free Throw	2%	41%	43%
	2. Dart Throw			
	—Jr. High	—2%	7%	4%
	—College	0%	23%	22%
Twining (1948)	Ring Toss	4.3%	137.3%	36.2%
Steel (1952)	Ball Throw	7.6%	15.3%	11.9%
Karpovich & Hale (1954)	60 Metre Run	Decrease in Time After "Mentally" Warming-Up		
Kelsey	Muscular Endurance (Sit-Ups)	8.7%	332.8%	29.1%

whether individuals could improve their muscular endurance by mental as well as physical practice. Eight first and second year university students in each of three groups performed an unlimited number of sit-ups on the first and the twenty-second day. The no practice group improved 8.7 per cent, the physical practice group improved 332.8 per cent with five minutes practice each day, and the mental practice group improved 29.1 per cent with five minutes concentrating on sit-ups on each of the twenty days (see Table I).

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A BRIEF HISTORY OF THE XVII OLYMPIC GAMES

BEING HELD IN ROME

AUG. 25 to SEPT. 11

"The important thing in the Olympic Games is not to win but to take part. The important thing in life is not the triumph but the struggle. The essential thing is not to have conquered but to have fought well . . ." —Baron Pierre De Coubertin

I. The first modern Olympic Games were held in 1896 in Athens, Greece. Appropriately, the marathon was won by Spiridon Loues, a Greek.

II. To honour De Coubertin, Paris, France was the locale of the 1900 Games which were restricted to track and field events only.

III. The Games of 1904 were held in St. Louis, U.S.A. Only seven countries were represented and all track and field events were won by Americans.
(In 1906 international contests were held at Athens and Billy Sherring of Hamilton won the marathon — finishing without his running shoes.)

IV. In 1908 in London, England, Canada received her first gold medal in sprinting when Bobby Kerr won the 200 metre event.

V. In the Stockholm Games in Sweden in 1912, the great Jim Thorpe of the U.S.A. won the Decathalon. Relay races were introduced for the first time.

VI. (The guns of World War I drowned out the Olympic call to Berlin.)

VII. In 1920 twenty-five countries took part in the Olympic Games in Antwerp, Belgium Earl Thompson, of Winnipeg, won the 120 metre high hurdles in the fast time of 14.8 seconds.

VIII. The 1924 Games were again held in Paris and the programme was expanded to include the arts as well as the winter games.

IX. Canada's greatest success in the Olympics took place in 1928 in Amsterdam, Holland. Percy Williams of Vancouver won the 100 and 200 metres and Canadian girls, led by Ethel Catherwood, scored consistently.

X. Los Angeles, U.S.A. set up an "Olympic Village" for the first time in 1932. Eddie Tolan and Paavo Nurmi were winners of two events. Duncan McNaughton of Canada captured the high jump.

XI. The warclouds were imminent in 1936 in Berlin, Germany. The incredible Jesse Owens, of U.S.A., won 3 events.
(The 12th and 13th Olympiads were cancelled by World War II)

XIV. London, England repeated as host city in 1948 and accommodated almost 6000 athletes from 59 nations.

XV. In 1952 the Olympic Games moved to Helsinki, Finland, where Emil Zatopek of Czechoslovakia excelled. George Genereux of Saskatoon captured a gold medal in skeet shooting.

XVI. The Games moved to the southern hemisphere for the first time in 1956 when Melbourne, Australia was the host city. Ken Money, of Toronto, leaped 6 feet 7¾ inches to finish fifth in the high jump.

XVII. The present Games are being held in Rome, "the eternal city", and should be the greatest of them all.

Cahper members hope that these Games will be conducted in the true spirit of the Olympics and that our representatives in all sports will acquit themselves with distinction.

NOS ATHLETES: nos meilleurs ambassadeurs

Par GASTON ADAM

C'est a Rome, au cours du mois d'août que les olympiades ont lieu. Nos meilleurs athletes y prendront part à titre d'ambassadeurs du Canada. Ils mettront leurs talents au dervice de leur patrie. Cette derniere leur en sait-elle gré?

Si nous feuilletons *le Hansard* du 16 février, 1959 nous dévoilerons la pensée de nos députés à la Chambre des Communes à l'égard de nos ambassadeurs-athlètes aux jeux olympiques.

> Vous pouvez rétorquer que (les sports) ne concernent pas le gouvernement et que le gouvernement n'a pas pour tâche de se préoccuper du sport international, mais malheureusement — peut-etre que ce n'est pas malheureux; que ce le soit ou non, c'est vrai — le sport international est maintenant lié au prestige international, . . . à cause de la détermination des Etats totalitaires de se servir des performances accomplies dans le domaine sportif comme un indice des prouesses et du prestige nationaux. Par conséquent, bien qu'il ne faille pas aller trop loin, je pense que c'est un intéret légitime du gouvernement de faire ce qu'il peut pour que la réputation de notre pays se maintienne dans le domaine de l'athlétisme international . . . ceux qui représentent notre pays dans cette sphère d'activité peuvent rehausser considérablement le prestige du Canada, tout comme ils peuvent l'abaisser beaucoup. (L. B. Pearson, chef de l'opposition. p. 1121).

Monsieur Lee E. Grills, député de Hastings-sud, abonde dans le même sens:

> Je suis convaincu qu'on pourrait atteindre un haut niveau de compréhension et de bonne volonté sur le plan universel par la participation aux sports internationaux, étant donné que pareille activité nous met tous à un niveau commun, sans l'intervention des dollars et des affaires, comme c'est l'habitude. (p. 1110).

Le gouvernement apprécie, certes, les honneurs que ses athlètes-ambassadeurs fait rejaillir sur le Canada; mais, d'autres députés plus réalistes soutiennent que le gouvernement exploite à bon compte ses sujets au point de vue réclamme:

> C'est une honte que, jusqu'ici, le Parlement du Canada ait fait si peu pour aider nos athlètes; c'est une honte que . . . notre participation aux joutes internationales doivent se faire dans des conditions que diminuent l'équipe et la population toute entière. Il n'est pas bon pour le moral d'une équipe de ne pas savoir jusqu'à la dernière minute si elle pourra ou non aller représenter le Canada et défendre ses couleurs.
>
> (F. C. Stinson, York-Centre, 1100, 1103).
>
> Nos athlètes ne peuvent concourir avec une force égale aux autres car ils sont mal entraînés et mal équipés . . . au point de perdre le désir de soutenir la compétition (S. S. Smith, 1115, Calgary-sud).

Si le gouvernement fédéral se rend au désir de ses députés,

> il n'y aura aucune raison de croire que nos athlètes canadiens bien entrainés seront inférieurs à tout autre athlète dans le monde d'aujourd'hui. (J. McLean) p. 1127;
>
> et alors nous n'aurons plus à craindre que le Canada ne soit pas aussi fort qu'il aurait dû l'être, qu'il fasse piètre figure, qu'il n'obtienne pas la place qui lui revient (M. Caron, Hull, p. 1092), derrière les petits pays comme la Hongrie, la Corée et l'Iran, soit au 17e rang dans le classement non-officiel.

CANADIAN ATHLETES — our best ambassadors

In his fine French language article Gaston Adam points out that — in the opinion of many of our representatives in parliament — Canadian athletes can be our "best ambassadors"; and that our athletes deserve much greater assistance and encouragement from all levels of government.

REPORT ON REPRESENTATIVE COUNCIL MEETING

ONTARIO ATHLETIC LEADERSHIP CAMP

JUNE 20th and 21st, 1960

The President's Report

May I take this opportunity of welcoming members of CAHPER to this camp site for the purpose of conducting the business of the Representative Council at the 1960 Annual Meeting. May this business meeting give us a sense of appreciation and thankfulness for what has been achieved and a sense of humbleness when we see the scope of the work ahead of us.

The death of Dr. Howard Crocker leaves us without the guidance of an Honorary President. Honorary Presidents of the calibre of Dr. Lamb and Dr. Crocker will be difficult to find.

The executive committee of the Board of Directors can well appreciate the tremendous task accomplished by the Edmonton Branch during 1958 and 1959. In the past year we have experienced an increased interest in fitness, increased membership and more affiliations with kindred organizations, that has produced more work.

This growth would have been impossible to cope with had this council not approved the appointment of a part-time Executive Secretary with secretarial assistance. Your desire to establish a central office has made it necessary to introduce some business procedures that may lead to some discussion between the central office and the branches. I trust that a frank discussion today will iron out any problems that now exist.

The Chairman of Finance and the Business Manager for the Journal will enlighten you on our financial status. Money continues to be a problem but we must find sources of revenue to keep pace with our growth and needs.

Correspondence with the Honourable John Diefenbaker and the Honourable Waldo Monteith, the Minister of Health, indicates that they acknowledge our Association and we can expect to be called on for professional advice as interest increases in a fitness programme.

A number of meetings have been held with the Canadian Medical Association and the Canadian Dental Association. We can expect a close liaison with both these national organizations. Dr. Duff Wilson's article in the Journal and Dr. Maury Van Vliet's appearance on a Canadian Medical Association panel at the convention in Banff last week are examples of a better professional understanding between our two Associations.

Your executive has had considerable correspondence and a number of meetings with the committee on the Canadian Conference on Education. This work should be of mutual benefit when the conference develops in 1962.

Your Executive Secretary has spoken to many Health, Physical Education and Recreation groups from coast to coast. I believe we will need a vote of thanks to the Canadian Red Cross for making these visits possible. I have had the pleasure of attending a Sports Advisory Council meeting. It was a challenge to speak to meetings of members in Montreal, Regina, London and Ottawa during the past year.

I am sure you will welcome the fact that the Secretary of State has accepted all

By-Law changes and that The T. Eaton Company of Canada has agreed to print the By-Laws in a handbook for our members. Dr. Doris Plewes deserves a letter of thanks for the many hours of work required to meet the incorporation requirements of the Companies Act. The Chairman of the Constitution Committee should have a lighter load in future years.

The Chairman of the Professional Registry and his committee have examined the need for a professional committee. Considerable work has been completed but will be suspended temporarily as we have just received the resignation of Morris Bruker because of increased responsibilities. A new chairman will be appointed immediately as the work of this committee cannot be shelved.

The growth in membership and correspondence makes it imperative that form letters, operating codes and handbooks for chairmen and branches be established and made available. Some of this work will have to be assumed by branches. Volunteers will be most welcome. Draft guides and forms letters have been set up for your suggestions and revision.

Health text books and health instruction are being studied by educators, doctors and parents. What factual knowledge is essential? What habits are to be developed? At what age levels can a Health Education Programme be most effective? Our Health Division must keep us aware of developments across Canada and in other countries.

The emphasis placed on fitness during the past year places a definite responsibility on the shoulders of this Association. Research in physiology, and the advances made by the College of Sports Medicine, make it imperative that we establish a Sports Medicine Committee which will keep us informed of new developments in the field of medicine. Perhaps it is the responsibility of such a committee to bring together people from different disciplines to give us the scientific facts we need in order to understand the WHY of Health, Physical Education and Recreation. I trust that some time will be set aside to get your reactions.

Your executive has explored different means of communicating ideas and scientific facts to the public in a pictorial medium. Too much information is buried on our library shelves. Let us attempt some new approaches. Is CAHPER ready to assume responsibility for such a public relations effort?

The idea of selecting suitable Patrons has been investigated and our suggestions will be presented for further guidance from you.

The Duke of Edinburgh's Award system has been investigated. Should CAHPER encourage and give its support to a Duke of Edinburgh's Award (Canada)? There is a definite need in Canada for more opportunities for people of all ages to experience adventure.

The growth of the Association indicates that we should establish a Historical Committee which will keep our records up to date. A draft of the duties of such a committee is available. Your suggestions for action will be most welcome.

The Board of Directors cannot carry on the expanding business of this Association without more assistance and aggressive action on the part of branches: conversely, the branches will lack enthusiasm unless they can aim their sights beyond programming at a local level. A study of what is happening in England may be of help to us.

In closing, may I say what an important role is being played by the Journal of this Association. The excellent work done by the Chairman of Publications and his Business Manager deserves a word of praise from each and every member.

The Biennial Convention to be held in Ontario next year will be a challenge, and you can be assured that it will be equal to Edmonton's stimulating experiences.

May this Council set the stage for more professional growth, establishing our beliefs and improved business procedures for 1960-61.

Gordon A. Wright,
President.

Vice-President for Health

A. S. Davidson

The terms of reference for the position of Vice-President for Health in this Association are (i) serve as advisor to the Health Chairman of the various Branches and (ii) to act for the President in whatever capacity he might desire.

In attempting to fulfil the first responsibility I must report that it has been extremely difficult to arouse sufficient interest or enthusiasm in the area of Health at the Branch level for there to be any great demand upon the time of your Vice-President in this respect. Greater efforts will be expended in the next year to bring about closer liaison between the Branch Chairmen and the National Executive.

Vice-President for Recreation

N. Cannon

I would like to thank all those across the country who have been so helpful to me during the past year and the results and the interest shown from so many people by correspondence has been most gratifying. There is no doubt that the Recreation field is very definitely aware of the need for adequate training and each province is showing a great concern for this.

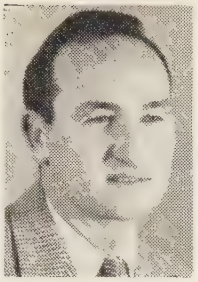
In closing I would like to make the following recommendations:-

(1) That if CAHPER has not already done so they become affiliated with the Parks and Recreation Association

(2) That the three Vice-Presidents be kept posted at three-month intervals as to the membership of the National Organization, and in particular those who are members in their particular field.

(3) That the three Vice-Presidents have sent to them by the National Office the names of Branch Executive members as such Branches are formed.

Vice-President for Physical Education



M. Howell

The CAHPER constitution states that "The Vice-President of Physical Education shall be responsible for maintaining contact with the branch vice-presidents of physical education and advising them wherever necessary. He shall also be responsible for handling problems in the area of physical education delegated to him by the President. He shall be responsible for organizing a physical education section at the Biennial Convention.

Chairman, Finance Committee

W. J. L'Heureux

The following comments appear to be relevant:

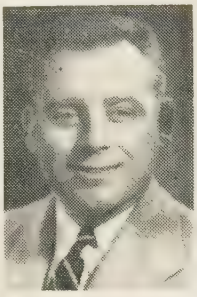
(1) The audit made May 31, 1959, revealed that cash in the bank at that time was $1,562.11. Of this amount, about $725.00 was withdrawn to pay for printing Issue No. 5, Volume 25, of the Journal. The sum of $870.64 was then transferred from Edmonton to Toronto. Subsequent bills were paid for Issue No. 6 of Volume 25 and for honoraria to the extent of over $1,200.00.

(2) Our receipts for one year approximately equalled the receipts of the previous two-year period, due mainly to an increase of five times the income from advertising; and an increase in memberships. This has been due to the tremendous job done by Mr. N. A. Beach, our Advertising Manager.

(3) The establishment of a National Office has already cost about $1,900.00, made up of $960.00 for the purchase of supplies, a Dictaphone and a typewriter, and $950.00 for the wages of a part-time secretary.

(4) With Issue No. 4, 5, 6 of Volume 26 of the Journal still to be paid for, we have as of this date about $1,000.00 in the bank.

BOARD OF DIRECTORS' MEETING



Prof. Ivor Wynne

—Chairman of 1961 Convention Committee

The Board of Directors' Meeting held on June 20th was well attended by the Chairmen of Committees and regional representatives.

In attendance were:

G. A. Wright, President.
C. R. Blackstock, Executive Secretary.
Stewart Davidson, Vice-Pres., Recreation.
Max Howell, Vice-Pres., Physical Education.
Nancy Cannon, Vice-Pres., Recreation.
Bill L'Heureux, Chairman, Finance Committee.
Iveagh Munro, Chairman, Applications Committee.
Ivor Wynne, Chairman, Membership Committee.
Jack Passmore, Chairman, Publications Committee.
Hugh Noble, Nova Scotia.
Sydney Chapman, Manitoba.
Don Smith, Alberta.
Doug Eaton, Newfoundland.
Hal. V. Wilson, R.C.A.F.
Norm Ashton, R.C.A.F.

Chairmen of Committees who were unable to attend submitted reports. These included Miss Winona Wood, Chairman of the Speakers' Bureau; Dr. John Meagher, Chairman of our University Committee.

Motions from the Board of Directors which were later approved by the Representation Council.

(1) "That the invitation for McMaster University, in Hamilton, Ontario to hold the 1961 Convention there in June be accepted."

(2) "That the President be authorized to request Prince Philip to accept the office of Honorary Patron."

(3) "That Mr. J. G. Lang be elected Honorary President of the Association."

(4) "That the President's action in setting up a committee to study the field of Sports Medicine — and the naming of William Orban as its Chairman — be approved."

(5) "That the Board of Directors recommend to the Representative Council that the chairman of the Honour Awards Committee not be limited to only one award is each of the three fields — as long as the total number of awards will not exceed five per year."

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Nutritional Needs of Adolescent Girls

SIGNIFICANT STATEMENTS NOTED IN AN ADDRESS By DR. ELIZABETH CHANT-ROBERTSON TO THE MILK FOUNDATION

Food selection by adolescent girls is worse than boys.

Their needs approximate those of pregnant women in last half of pregnancy.

About one out of eleven babies has mother under 20.

Vitamin D is the only one you need to buy from drug store.

Many infant deaths caused by baby's lack of vigour due to poor nutrition.

Undernourished teen-age girls T.B. prone. Cure required diet control.

They were retaining only 1/40 of required calcium.

Only 50% got enough milk.

X-rays of adolescent girls show their bones are not as dense as they should be—not enough calcium and protein. Skim milk has half the calories of whole milk, but all other food values.

70% don't get Vitamin D. 1½¢ a tablet at chain store. No need for multi-vitamin preparation unless pregnant or ill.

31% did not get Vitamin C.

⅔ got no whole wheat bread.

Studies show 1 chance in 5 that those who skip breakfast make up essentials in other meals and snacks.

Milk shake give ⅛ of a whole day's calories.

Soft drinks are "empty" calories, i.e. deficient in other food values.

CAHPER Appoints a Track and Field Committee

Your Executive has arranged to select a Committee to work with Mr. Russell Echlin of A.A.U. of C., Mr. George Duthie of the Canadian Legion, Mr. Neil Farrell of A.A.U. of C., Track and Field Committee and W/C J. K. Tett of the R.C.A.F.

The following will form a **President's Committee** to carry out the purposes listed below:

Chairman: Mr. L. B. Smith

Mr. Hal Brown	Mr. George Duthie
Mr. Murray Gaziuk	Mr. Neil Farrell
Mr. Russell Echlin	Mr. Pete Beach

To plan and prepare a pictorial and diagrammatic booklet for use by schools, clubs and communities across Canada. This "idea" booklet will outline the development and maintenance of track and field facilities and equipment for use in:—

(a) backyards;
(b) elementary schools, rural and urban;
(c) secondary schools;
(d) colleges;
(e) community and international competition.

(a) **Backyards:** There is considerable evidence to show that many backyards can be equipped very inexpensively to provide broad and high jumping experiences for boys and girls. Through the use of climbing ropes and climbing equipment chest and shoulder muscles can be developed. The Canadian Legion's fitness programme and the 5BX Plan are now available to assist us.

(b) **Elementary schools:** There is no reason why every elementary school cannot provide itself with adequate jumping pits and running lanes.

(c) **Secondary schools:** Every secondary school can provide itself with some form of a quarter-mile track plus field facilities.

(d) **Colleges:** Colleges should be able to provide top flight track and field facilities.

(e) **Community:** No community needs to be without a track, whether it be of the $1,000 or $20,000 variety.

TRANS-CANADA GRAPEVINE

By C. R. BLACKSTOCK
Executive Secretary

Members of our Association who have a special interest in camping will be pleased to learn that the Ontario Department of Education has secured permissive legislation to subsidize outdoor education.

* * * * * * * *

Miss Ella Sexton and Miss Jessie Ramsden represented Cahper at the Health Instruction Conference in Amsterdam this summer.

* * * * * * * *

The Ontario Physical Fitness Study committee recently held a highly successful work shop on the Ontario Athletic Leadership Training Center. Under the chairmanship of Prof. Wm. L'Heureux. The theme of the conference was—

What can be done to improve physical fitness for both sexes of all ages:
(a) in a community?
(b) at the Provincial level?

CAHPER members Max Howell, Don Smith, Bill Orban and Hugh Nobel addressed the conference on specific fitness areas.

* * * * * * * *

Among the many fine articles being made available by the Fitness and Recreation consultant services of the Department of National Health and Welfare are:

—Recreation's Challenge—by Dr. H. D. Meyer

—Why the American Children are Physically Unfit—by G. K. Shaffer

—Public Recreation in the Changing Urban Scene—by C. Brightbill

* * * * * * * *

J. E. "Mac" McCutcheon, assistant Director of Athletics at the University of Toronto, was recently elected president of the Ontario Physical Education Council.

* * * * * * * *

Gaston Adam of Ottawa has been appointed to the editorial board of the Journal. Gaston has assumed responsibility for all French language articles and solicits the cooperation of all French-speaking colleagues.

* * * * * * * *

Doug Eaton of Memorial University, Newfoundland, has arranged an interesting summer itinerary. Doug is visiting a number of American Universities to study post-graduate possibilities.

* * * * * * * *

Congratulations to our Edmonton Branch for a fine job in producing the 1959 Convention Proceedings.

* * * * * * * *

The presentation to Miss Anne Heggteveit of the "Brothers of the Wind" Honour Award took place at the Mill of Kintail on September 3rd.

CAHPER Application or Renewal Form For Membership or Subscription

Mr. C. R. Blackstock,
Executive Secretary, CAHPER Inc.,
95 Wellesley Street East,
Toronto 5, Ontario

Dear Sir:

Please accept this form as: (check *only one* of items 1 to 4)

☐ 1. Application form for membership (including Journal) as indicated below.

☐ 2. Renewal form for membership as indicated below.

☐ 3. Application form for subscription to the CAHPER Journal.

☐ 4. Renewal form for subscription to the CAHPER Journal.

In your files, please record my name or the agency for whom I am applying in *one* of the following categories: (check *only one* of items 5 to 8)

☐ 5. *Subscriber*, which, by definition, is a lay person, agency, library, recreation commission or school interested in receiving a year's subscription of the Journal ($5.00).

☐ 6. Life member of national association ($75.00).

☐ 7. Active national member ($5.00 per year).

☐ 8. Student national member ($2.00 per year).
(University students only are eligible)

9. Please address my copies of the Journal to: (Please Print)

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Mrs.
Miss .....

SURNAME CHRISTIAN NAMES

Address: .....

(City) (Province or State) (Country)

10. I am a member of a local or region branch of CAHPER. The name of the branch is: ..... Branch.

11. I am enclosing a cheque or money order for the sum of ..... dollars (including exchange) for membership and/or subscription as indicated above effective date ....., 19.....

..... (Signature of Applicant)

PLEASE NOTE: Full membership includes The "Journal" and News Letters.

BOOK REVIEWS

Title:

Exercise and Fitness

Publisher:

(A Collection of Papers Presented at the Colloquium on Exercise and Fitness), Chicago: The Athletic Institute, 1960. Pp. 249 (with index).

The Colloquium on Exercise and Fitness, sponsored by the University of Illinois College of Physical Education and the Athletic Institute at Allerton Park on December 6-8, 1959, marked the first large-scale attempt to correlate research from several disciplines on the effects of training on the human organism. For this reason alone, the publication of the twenty papers and summary presented at the Colloquium represents a landmark in the search for means of preventing, or at least retarding, the physical deterioration that has accompanied man's 20th century retreat from manual labour. The reports, classified under medical, physiological, nutritional and psychological aspects, together with a section on physical education related to exercise and fitness, provide a cross-section of contemporary thinking in the area under reference.

Probably the most significant development in the biological sciences over the last fifty years has been the marked growth of interdisciplinary research—in particular, the correlation of human behaviour with data obtained from physiology, psychology, biochemistry, nutrition, and so on. As the old adage has it, "He who will eat the kernel must crack the nut." The Colloquium papers represent a timely and determined assault on the progressively deteriorating shell of human fitness.

A. J. B.

Title:

Track and Field Athletics

Authors:

Bresnahan, Tuttle and Cretzmeyer

Publisher:

The C. V. Mosby Company of St. Louis, and McAinsh & Company of Toronto—$5.50.

This fifth edition of the well-known text on track and field follows the scholarly pattern of the authors' earlier works. It has used a method of discussing events according to various recognized techniques, without taking too positive an attitude of approval on any one. This may be frustrating to a novice, but should be challenging to any serious athlete or coach who is ready to "think through" his event. Pencil sketches, based on actual photograph series of champions in action and called "movies on paper", give excellent visual assistance to the description of all techniques.

The introductory chapters will be of special interest to coaches and athletes, since they discuss in some detail problems of training, injuries, and equipment. An appendix on track construction and meet organization will give a great amount of valuable information to coaches, club organizers, and school officials. This excellent text will be a popular addition to your personal or public library.

Hal Brown.

As coach of Canada's track and field team, presently competing in the Olympic games in Rome, Hal Brown is extremely well qualified to review this revised edition of a popular text-book.

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